ABOUT CSWE

The Council on Social Work Education (CSWE) is a nonprofit national association representing more than 3,000 individual members as well as 664 graduate and undergraduate programs of professional social work education. Founded in 1952, this partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in this country.

MISSION OF CSWE

CSWE aims to promote and strengthen the quality of social work education through preparation of competent social work professionals by providing national leadership and a forum for collective action. CSWE pursues this mission through setting and maintaining policy and program standards, accrediting bachelor’s and master’s degree programs in social work, promoting research and faculty development, and advocating for social work education.

CSWE ONLINE

For the latest news and initiatives at CSWE visit our Web site at www.cswe.org. There you can find information about accreditation, publications, special projects and initiatives, the Annual Program Meeting and other conferences, and membership.

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Dear Friends and Colleagues,

As we prepare this CSWE Annual Report (2008–2009) we are mindful of the financial distress of many colleges and universities, as well as the financial difficulties facing students and their families. It is with satisfaction, however, that we report careful stewardship of the funds entrusted to CSWE to fulfill its mission to support social work education and research. Contrary to the prevailing view that when financials are tight large cuts must be made, thoughtful stewardship suggests the continuation and launching of new initiatives seen and held as priorities by our constituents. This prompts a renewed effort in creating and seizing the opportunities that are long-term investments for the future of social work education and the profession as a whole.

In this Annual Report you will see what we have accomplished this past year in governance, public policy, accreditation, social work research, and international social work education. You may also note that we continue to be responsive to several areas of priority determined by our members—veterans and Native Americans. Special task forces have been working with the goal of recommending programmatic initiatives in the coming years. In all aspects of our day-to-day operations we are committed to quality work of the highest level, and we share that with you in an ongoing way through electronic means and through our hard-copy publications and partnership efforts to enhance social work education. This report speaks directly to our efforts to share annual highlights with you.

CSWE is an organization with a wonderfully dedicated and talented staff, without whom we could not deliver to you, our members and friends, top-of-the-line services. In addition, our professionally committed volunteers—more than 700 of them this past year—are the bedrock of our efforts, from editorial review to accreditation site visitors to faculty and leadership initiatives to global educational partnerships. We thank these volunteers for their dedicated efforts on behalf of social work education.

We invite you to enjoy this report and further invite you to be part of our ongoing initiatives in support of social work education and the future of our profession.

With warm regards,

Ira C. Colby
President

Julia M. Watkins
Executive Director
The Office of Social Work Accreditation and Educational Excellence (OSWAEE) and its components had a stimulating and successful year. The *Handbook of Accreditation Standards and Procedures* (sixth edition) was completed and placed on the Accreditation section of the CSWE Web site. The Commission on Accreditation (COA) reviewed a record number of programs for candidacy, initial accreditation, and reaffirmation. As of the June 2009 COA meeting there were 664 CSWE-accredited social work education programs—327 baccalaureate, 55 master’s, and 282 with both baccalaureate and master’s programs. There were 18 baccalaureate programs in candidacy and 22 master’s programs in candidacy.

OSWAEE conducted training for consultants on using the 2008 Education Policy and Accreditation Standards (EPAS) in February 2009 in Alexandria, VA; 13 individuals attended. Two reaffirmation workshops were conducted in Alexandria on using the 2008 EPAS. A total of 102 social work educators attended the workshops. A candidacy(initial accreditation workshop was conducted on June 19, 2009, and was attended by 12 social work educators.

For the October 2008, February 2009, and June 2009 COA agendas the coordinator of site visits arranged 60 reaffirmation visits, 17 initial accreditation visits, and 41 commissioner candidacy visits. The reaffirmation visits and initial accreditation visits involved a total of 135 site visitors.

The Commission on Curriculum and Educational Innovation began planning for the Educational Policy component of EPAS 2015. The plans include pursuing developments in higher education that have significance for social work education; following emerging socioeconomic and political developments, including workforce patterns, to support the design of up-to-date educational curricula; and, in partnership with COA, examining the programs’ understanding of applying EPAS 2008 to discover matters in need of attention in the current Educational Policy and to facilitate implementation training (candidacy, reaffirmation, and site visitor training workshops) and the Educational Policy of 2015.

The Council on Field Education continued to work on meeting its goals of enhancing the quality of field programs, recognizing and supporting field educators and directors, generating and disseminating knowledge about field education, and collaborating with the professional community. The Practice Methods and Specializations Council began a discussion during its 2008 APM meeting regarding developing a publication on knowledge and practice behaviors for advanced social work practice.

The International Social Work Degree Recognition and Evaluation Service, which evaluates the baccalaureate or master’s level credentials of individuals who have completed social work education programs abroad and determines whether the credentials are equivalent to a degree earned from a CSWE-accredited program, completed 124 evaluations from 40 countries. Of these, 86 were at the master’s level, and 38 were at the baccalaureate level.

Dean Pierce retired after 5 years as director of OSWAEE, and Judith Bremner was appointed acting director for 1 year while the search is reopened for a permanent director.
CENTER FOR DIVERSITY AND SOCIAL AND ECONOMIC JUSTICE

The Center for Diversity and Social and Economic Justice (the Center) was approved by the CSWE Board of Directors in June 2006 to provide the vision, visibility, voice, cohesion, and results needed to support greater diversity and social and economic justice in social work education. The Commission for Diversity and Social and Economic Justice (CDSEJ) serves as the Center’s advisory board and works to develop programming that advances the Center’s mission. CDSEJ’s four councils—Council on Disability and Persons with Disabilities; Council on Sexual Orientation and Gender Expression; Council on the Role and Status of Women in Social Work Education; and Council on Racial, Ethnic, and Cultural Diversity—assist in this work.

Social Justice Day: A Call to Thought and Action

In spring 2008 CDSEJ conducted a survey of BSW and MSW programs to identify existing initiatives related to diversity and social and economic justice. The results indicated that program directors wanted the Center to sponsor events to promote the inclusion of social and economic justice in the curriculum. In response to this need CDSEJ submitted a proposal for an annual Social Justice Day, sponsored by the Center, which the CSWE Board of Directors approved at its spring 2009 meeting.

The annual Social Justice Day will encourage social work programs to intentionally and critically approach the topics of diversity and social and economic justice with students and faculty, raise awareness of diversity and social and economic justice issues within and outside the social work profession, and encourage and support programs already engaged in these activities.

Implementing Social Justice Day at APM

The 2008 survey identified existing efforts, which will be shared via the series session “Social Justice Day: A Call to Thought and Action” at the 2009 APM. The Center also will have a booth in the Exhibit Hall to highlight photos, videos, and descriptions of social justice activities. Both will highlight how each program can use its unique resources to develop activities such as collaboration with community groups and social agencies, working with other social work programs and professional groups in the area, development of public forums or conferences, advancing curriculum innovations, and creating online social justice resources.

Intersections of Diversity

During the April 2008 CSWE-sponsored Diversity Conversations meeting, participants worked to articulate the incredible complexities involved in better understanding the intersections of diversity as related, in particular, to the promotion of social and economic justice and further development of a related paper. Cathryne Schmitz, one of the meeting participants, will continue that work through her role as a CSWE Scholar.

CDSEJ and the diversity councils are also working to continue the discussion of intersectionality in a jointly sponsored session at APM—The Intersectionality of Diversity: Strengths, Costs, and Building Blocks for Change—on the strengths of diversity, costs of oppression, and the affect of intersecting dimensions on individuals and communities.
NATIONAL CENTER FOR GERONTOLOGICAL SOCIAL WORK EDUCATION

Social work faculty, students, and older adults themselves have benefitted from the John A. Hartford Foundation’s Geriatric Social Work Initiative’s (GSWI’s) continuous funding to CSWE. This 11-year partnership began with CSWE’s Strengthening Aging and Gerontology in Social Work Education (SAGE-SW) Project in 1998. In 2004 it evolved into the National Center for Gerontological Social Work Education (CSWE Gero-Ed Center) and continues its mission to prepare faculty to design aging-infused classroom curriculum, increase the number of specialized gerontology offerings, recruit students to social work careers in aging, and promote gerontological competency-based education and practice behaviors.

In 2008–2009 we advanced our mission to train faculty and enhance social work programs with gerontology curriculum through new and continuing initiatives.

Master’s Advanced Curriculum Project

The Master’s Advanced Curriculum (MAC) Project, funded 2007–2009, designed two interrelated projects—the Gero Innovations Grant (GIG) and the Resource Reviews—to embed geriatric social work practice behaviors and content in the three advanced MSW specialty practice areas of mental health, substance use, and health.

The 14 GIG projects create, implement, and disseminate innovative curricular resources for the three MAC Project specialty areas. A paper session at the 2008 CSWE APM showcased a selection of the innovations, including videos, case studies, and other pedagogical resources that will also be posted on the CSWE Gero-Ed Center Web site.

Resource Reviews, which compiles evidence-based resources in the three MAC specialty areas, is now available online. These curricular resources include teaching modules, case studies, lecture notes, PowerPoint presentations, and annotations of teaching videos and online curricula. The MAC Project, with the U.S. Substance Abuse and Mental Health Services Administration, also sponsored a Faculty Development Institute at the 2008 APM to showcase Resource Reviews and demonstrate how faculty can include evidence-supported content on aging in their courses.

Curriculum Development Institutes

The CSWE Gero-Ed Center funded 46 social work programs at both the BSW and MSW level through Cycle 2 of the Curriculum Development Institute Program (CDI). This 3-year curricular and organizational change initiative aims to infuse required curriculum with gerontological practice behaviors. To support planning and implementation each participating program received a $5,000 grant and travel reimbursement over 3 years to attend the annual CDI Workshops at APM.

APM Gero-Ed Track

The Gero-Ed Track at the 2008 APM included more than 70 paper, poster, workshop, and roundtable presentations on research and curricular gerontological issues. Special events included the Gero-Ed Track Kick-Off address, “Health Care: Policy Challenges and Practice Implications,” delivered by Robert Hudson of the Boston University School of Social Work;
a Hot Topic Panel on health care that built on the kick-off speech and included a diverse panel of expert speakers; the Anita Rosen Gerontology Awards for Outstanding Student Poster; the AGE-SW/CSWE Gero-Ed Center Reception; a Special Panel Session on Caregiving; and the annual Gero-Ed Film Festival.

An electronic evaluation (response rate 38%) identified that the Track was well-attended and highly regarded. The Gero-Ed Track received the most abstract submissions of all 38 tracks, and 15.33% of APM registrants who responded to the evaluation attended at least one Gero-Ed Track session, just slightly fewer than the Child Welfare (17.84%) and Field Education Tracks (17.74%). More than 98% of respondents stated that the quality of the Gero-Ed Track was good to excellent.

BSW Experiential Learning Program

The CSWE Gero-Ed Center funded 20 BSW programs through the BSW Experiential Learning (BEL) Program starting July 1, 2008. The BEL Program aim is to recruit more BSW students to gerontological social work by involving them in experiential activities with older adults. The BEL Program provides each program up to $7,500 over 2 years to develop, implement, and evaluate experiential learning opportunities for their students to interact with older adults.
with older adults. For the current grantees, the experiential activities include door-to-door
data collection at an independent living center for an area agency on aging, a positive
aging photography display with local assisted living facilities, and interviewing older adults
to assess which current legislative issues concern them. Crystal Moore, lead faculty
member for Skidmore College’s BEL program, described the effect on students in her
program: “One of the students indicated that the chance to interact with a housing resident
over lunch changed her mind about working as a social work professional with older adults.
She now has a new-found focus and is excited to share her experiences.” A request for
proposals for a second cycle of the BEL program will be distributed in fall 2009.

Other Student Outreach Strategies

Admissions directors and career counselors are gateways to connecting students with
gerontological social work careers and represent a new partnership for the CSWE Gero-Ed
Center. Staff of the Gero-Ed Center met with the National Association of Deans and
Directors of Social Work Admissions at the 2008 APM to provide them with recruitment
materials such as workforce data and career opportunities. Similar resources have been
disseminated to career counselors nationally. These newly forged relationships allow the
CSWE Gero-Ed Center to share current information on aging issues with individuals who
affect students’ career trajectories.

Additionally, the CSWE Gero-Ed Center has enhanced the student portion of its Web site
with an updated Student Corner. Designed to appeal to a student audience, career
counselors, and admissions staff, the Student Corner contains job resources, geriatric social
work workforce statistics, and links to relevant and current news articles and features.

Educational Policy and Advocacy

The CSWE Gero-Ed Center formed a national Competencies Task Force, led by JoAnn
Damron-Rodriguez of the University of California at Los Angeles and with consultation
from Nancy Hooyman and Pat Volland from the New York Academy or Medicine, to review
the current Geriatric Social Work Competencies in the context of the 2008 Educational
Policy and Accreditation Standards (EPAS). The Hartford Geriatric Social Work Initiative
(GSWI) programs have worked since 1999 to develop a consensus-based and broadly
disseminated set of geriatric social work competencies. To maximize the affect of these
geriatric competencies and practice behaviors with the 2010 EPAS implementation, they
will be articulated into guidelines for publication and wide dissemination available through
CSWE. A major contribution is how gero practice behaviors are linked to the 10 EPAS
competencies and to aging-related teaching resources, such as case studies and class
exercises that support student attainment of each practice behavior and to
assignments/measures.

The CSWE Gero-Ed Center is an active member of the national Eldercare Workforce
Alliance (EWA), which was developed following the landmark 2008 report by the Institute
of Medicine titled Retooling for an Aging America: Building the Health Care Work Force.
EWA is a group of almost 30 national organizations that have joined together to address
immediate and future workforce crises for America’s aging society. The Gero-Ed Center,
representing CSWE, ensures that social workers are included as major stakeholders in this
important alliance.

The CSWE Gero-Ed Center continues to move to sustain momentum generated by the
Hartford GSWI funding, despite setbacks caused by the economic recession. Even with
significant budget cuts, the CSWE Gero-Ed Center is committed to maintaining its core
programs to build gerontological social work curriculum in schools and colleges across
the country.

Aging Boomers need competent social workers! We must prepare our students to work with them
 across all practice settings. But who has time to research the literature and create curricular materials with
gerontological content? That’s why the Master’s Advanced Curriculum Project created Resource Reviews
 on aging and mental health, substance use, and health. A must for faculty who need quality, evidence-based resources to
 update their courses and meet the diverse needs of our aging society!

JEANNE MARSH
Dean, School of Social Service Administration, University of Chicago

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Dean, School of Social Service Administration, University of Chicago
KATHERINE A. KENDALL INSTITUTE FOR INTERNATIONAL SOCIAL WORK EDUCATION

For the past 5 years the CSWE Katherine A. Kendall Institute for International Social Work Education (KAKI) has advanced programming initiatives on disaster risk reduction and global migration in international social work education through collaborating with a variety of social work organizations. In July 2008 KAKI hosted two seminars in South Africa on these issues. Topics addressed during these seminars included indigenizing international social work curriculum in the local arena, analysis of the United Nations Interagency Guidelines on Mental Health and Psychosocial Support in Emergency Settings, culturally competent disaster recovery intervention for social work education, trends in human migration, refugee resettlement, and China’s floating population.

Preceding the July seminars CSWE members participated in the 34th Biannual Congress of the International Association of Schools of Social Work (IASSW) in Durban, Kwazulu-Natal, South Africa. Cudore Snell, chair of the Global Commission, served on the scientific program committee. During this meeting Angelina Yuen of Hong Kong Polytechnic University was elected president of IASSW.

KAKI had a strong presence at the 2008 APM in Philadelphia. Katherine Kendall and Lynne Healy of the KAKI advisory board, along with Angelina Yuen and Helle Strauss of IASSW, participated in a panel discussion celebrating the 80th anniversary of IASSW. KAKI advisory board members Doreen Elliott and Uma Segal gave a joint presentation on global migration trends and their implication for social work in the United States. In addition, the Global Commission held a town hall meeting on international social work.

Kendall Institute collaborator Frederick Ahearn won the individual category of the Partners in Advancing Education in International (PIE) Social Work award. Mizanur Miah, Southern Illinois University-Carbondale, won the PIE award in the program category.

The Hokenstad International Lecture at the APM was given by Vimla Nadkarni from the Tata Institute of Social Sciences in India. Her lecture discussed millennial challenges for social work education through examining poverty and sustainable equitable development learning and intervention opportunities available to social work.

In 2009, KAKI continued to focus on the disaster theme, this time in recognition of the 1-year anniversary of the devastating earthquake in China that occurred on May 12, 2008. A conference was coorganized by KAKI, the Department of Applied Social Sciences at Hong Kong Polytechnic University, the joint Hong Kong Polytechnic University-Peking University China Social Work Research Centre, the China Association of Social Work Education, the China Journal of Social Work, and IASSW. The 2009 Social Work Response to Disaster Relief and Management Conference, hosted by Peking University on May 8–9, 2009, brought together social work researchers and practitioners from around the world to share their experiences analyzing various topics surrounding disaster management and response. The conference dealt with the broad issues of coping in the aftermath of natural disasters, focusing on the tsunami and the recent earthquake in China. Discussion highlights included
the roles of various actors and institutions, international frameworks for addressing disaster issues, the diverse roles of social workers in disaster response, posttraumatic stress in children, mental health issues, and understanding the culture of disaster survivors. The second half of the conference focused primarily on China and the earthquake recovery efforts. Topics included the burgeoning role of social work in China; technical assistance collaborations among social workers, government, and universities; and the importance of reaching out to other disciplines such as geology and engineering for help in rebuilding and developing safer communities.

On April 6th, 2009, more than 600 social work educators and students from the United States and as far away as South Africa, Israel, and the Caribbean gathered in New York to celebrate the 26th Annual Social Work Day at the United Nations. The event was cochaired by two CSWE members, Robin Mama and Janice Wood Wetzel. CSWE, one of the collaborating organizations, was represented by Julia Watkins and Andrea Bediako of KAKI. Topics discussed during the program included human rights and its impact on economic and social justice, poverty across generations, and increasing the involvement of social workers in UNICEF’s work.

Katherine Kendall authored a booklet in early 2009 to mark the 25th anniversary of Social Work Day at the United Nations and also commemorate the 60th anniversary of the Universal Declaration of Human Rights in 2008. The histories of these two momentous occasions have been documented to highlight the global contributions of social workers who have worked tirelessly to advance human rights around the world.

In June 2009 Muhammad Samad began a month-long fellowship at CSWE. He is a professor and director at the Institute of Social Welfare and Research at the University of Dhaka in Bangladesh. Dr. Samad has authored or edited 10 books in the fields of social science and development and also has done extensive research on the rural poor, indigenous peoples, and the disenfranchised in Bangladesh. While at CSWE Dr. Samad, who is the second Katherine A. Kendall Fellow, studied CSWE’s accreditation system to understand how it could be applied in Bangladesh.

**MINORITY FELLOWSHIP PROGRAMS**

The Minority Fellowship Programs (MFP) continue to recruit and support doctoral students from around the country via mentorship and training. During 2008–2009 MFP received 44 applications and selected 19 fellows from underrepresented groups. Research interests among those chosen include mental health and substance abuse, health disparities, culturally competent practice, aging, and disproportionality in child welfare.

MFP has continued its efforts in program evaluation through partnerships with the MFP Coordinating Center and a private evaluation consulting firm, Innovative Solutions, LLC. These new partnerships have increased our efforts related to outreach, tracking, and
**Minority Fellowship Programs (continued)**

Evaluation of our existing activities. This past year the evaluation focus of MFP activities included revision of all instruments to incorporate the Substance Abuse and Mental Health Services Administration (SAMHSA) priority areas (see [www.samhsa.gov](http://www.samhsa.gov) for a detailed listing of priorities). The revised instruments were pilot tested among current fellows; revisions were made based on their input. Data were collected at three intervals: entrance, annual survey, and at the end of the year. Results from this data are currently being analyzed, and a final report is forthcoming. During the next academic year (2009–2010) the focus will be on tracking alumnae and surveying them to determine their status after MFP. We are encouraging all alumnae of the program to contact the MFP office and provide us with updated contact information.

**Statistical Data**

During the 2008–2009 academic year MFP appointed 19 new Fellows, 7 NIMH research fellows and 12 SAMHSA clinical fellows. This cohort consists of 8 African American, 4 Latino, 5 Asian American/Pacific Islander, and 2 American Indian Fellows. The new cohort joined 21 returning Fellows to make for a rich and diverse group of up-and-coming scholars in social work education.

During the 2008–2009 academic year MFP appointed 19 new Fellows, 7 National Institute of Mental Health (NIMH) research fellows and 12 SAMHSA clinical fellows. This cohort consists of 8 African American, 4 Latino, 5 Asian American/Pacific Islander, and 2 American Indian Fellows. The new cohort joined 21 returning Fellows to make for a rich and diverse group of up-and-coming scholars in social work education. To date, MFP has supported more than 600 Fellows, and of that number approximately 386 have completed the doctorate. This number changes constantly as more Fellows complete their dissertations and as the MFP office enhances its tracking efforts. Fellows who have completed their doctoral degrees are representative of the following ethnic groups: 50% African American, 4% American Indian, 20% Asian American, and 26% Latino/Hispanic.

**Fellows’ Training**

During the 2008–2009 academic year Fellows participated in the CSWE Annual Program Meeting (APM) in Philadelphia and the Society for Social Work and Research (SSWR) Conference in New Orleans. In addition, Fellows participated in a day and a half of training at APM provided by MFP. Training topics included mentoring, enhancing a CV, and finding the right fit among teaching, research, or community practice. In addition, Fellows were given a list of breakout sessions to choose from, including topics such as time management, job talk, and research trajectory. Fellows also participated in a video viewing and debriefing titled *The Masculinity Project*, funded by the Ford Foundation. Feedback from the Fellows will be incorporated into the edited version of the video.

Survey results from APM indicate that MFP achieved its goal of providing the most relevant training and opportunities to the Fellows, which included networking with MFP alumni and other social work colleagues engaged in cutting-edge research.

The research-focused meeting of MFP was held at the 2009 annual SSWR conference. The meeting began with a networking reception for Fellows, MFP alumni, and social work faculty from various schools of social work. The half-day meeting included a presentation on health disparities, followed by a panel discussion on research careers. The panelists provided examples of their research paths and why they chose them. Feedback from Fellows indicates that these presentations were helpful and provided new information.

Most of the presenters for the APM and SSWR MFP meetings were alumni: Karina Walters, Tanya Sharpe, Von Nebbitt, Makeba Thomas, Valu Vakalahi, Donna Wang, Gregory Washington, Duy Nyguen, Dexter Voisin, Eugene Aisenberg, and Hyeouk Hahm. Other presenters were Bernice Lidia-Hamilton and David Pate.
Cultural Competency Institute

As a follow-up to the recommendations of the CSWE Latino Task Force and SAMHSA, MFP held a Cultural Competency Institute in Miami, FL, April 16–19, 2009. The Institute offered Fellows an interdisciplinary perspective on the intersection of culture, research, and practice. Presentations centered on health disparities, effective treatment modalities with Latino populations, the importance of language in conducting research with minority populations, and community-based participatory research.

As the home of the largest Latino community in the continental United States, Miami also offered the availability of immersion into Latino society. Fellows participated in community activities and visited a community-based treatment facility that specializes in substance abuse treatment with Latinos and works to develop evidenced-based treatment modalities.

Feedback from the 29 Fellows who attended the Cultural Competency Institute has shown that it was an excellent opportunity for learning, sharing, and fellowship. Results from a survey of Fellows who attended indicate their general agreement that the sessions increased their knowledge related to the use of language in culturally competent research and practice and social determinants of mental health and substance abuse disorders affecting Latinos populations. In addition, Fellows reported that the sessions increased their competency in evaluating prevention and intervention strategies within a culturally competent framework and applying a culturally competent framework to the development of prevention and intervention strategies.
Outreach

Outreach activities for this past academic year included an MFP booth, two information sessions, and networking receptions at APM. MFP’s booth, located in the Exhibit Hall, provided an opportunity for conference attendees to obtain information about MFP and learn more about the scholarly work of current fellows and alumni. The networking sessions provided an opportunity for prospective applicants to learn about program requirements and other information related to the application process. MFP also hosted a series session, Writing for Publication, which was open to all APM attendees.

The program has also increased its outreach efforts to alumni. Through the partnership with the MFP Coordinating Center, an MFP Web site is being developed that will contain a link for all five sister programs (to include CSWE) that will serve as a social marketing tool (similar to Facebook) to contact alumni. At the 2008 APM, contact information cards were given to all alumni to help update MFP records.

MFP participated in the Lonnie E. Mitchell Historically Black Colleges and Universities (HBCU) Substance Abuse Conference, held in Washington, DC. This conference is attended primarily by undergraduate students of HBCUs who have an interest in substance abuse treatment. MFP participation provided an opportunity to engage BSW students and encourage their enrollment in doctoral programs.

MFP Program Director Jenny Jones also attended the Group for Advancement of Doctoral Education (GADE) conference and gave a presentation about the program. She encouraged program directors to inform their students about MFP and encourage them to apply.

Outreach efforts for the upcoming academic year will focus on the recruitment of American Indian doctoral students.

Funding

MFP received funding from both NIMH and SAMHSA for the 2008–2009 academic year to continue providing training and professional development for Fellows. NIMH funding, which will cease June 30, 2010, provides support to Fellows whose primary focus is to pursue mental health research training. SAMHSA funding currently covers a 1-year period (2008–2009); however, the program has been approved for a 3-year budget period contingent on available funding. The SAMHSA program provides support to Fellows whose primary focus is substance abuse and mental health training.
PUBLIC POLICY INITIATIVE

In 2008, CSWE launched its Public Policy Initiative. The initial public policy agenda covered debt load and loan forgiveness, higher education policy and accreditation, fostering a diverse workforce, and ally building, with the understanding that the agenda would be refreshed as needed to reflect the emerging needs of social work education. This agenda, which focuses primarily on the education aspects of social work, guides CSWE’s public policy activities and evolved in 2009 to include health care reform and election and transition activities. In addition to posting a side-by-side comparison of the leading presidential candidates to inform members, CSWE developed and transmitted to the Obama and McCain campaigns a transition document, titled Memorandum to the Next Presidential Administration: A Vision for Social Work Education, outlining the importance of social work education and the need for key investments that will promote a more robust social work workforce. This document was retransmitted to President Obama when he assumed office, and CSWE continues to monitor the ongoing political appointment and confirmation process.

Debt Load and Loan Forgiveness

CSWE’s efforts over the past year have focused heavily on advocacy for programs that provide loan forgiveness/repayment, training, fellowship, and other forms of support to social work educators, students, and practitioners. CSWE advocated for and signed community letters in support of loan forgiveness provisions in the House version of the Higher Education Act (HEA) for which certain social workers would be eligible, including those working in “areas of national need,” such as child welfare and mental health. CSWE also supported the Caring for an Aging America Act, which would provide loan forgiveness to social workers and other health professionals in exchange for a commitment to working with the aging population. As part of the comprehensive search of loan forgiveness legislation, CSWE identified legislation that could potentially provide loan forgiveness and/or fellowship opportunities for social workers at the Department of Veterans Affairs (VA) and the Indian Health Service. CSWE joined the Friends of VA coalition and the Friends of Indian Health coalition to stay abreast of new developments affecting loan forgiveness opportunities. CSWE also advocated for the enhancement of the Health Resources and Services Administration Title VII health professions programs.

Higher Education Policy and Accreditation

CSWE continues to monitor higher education policy closely, including changes made to accreditation policies. CSWE was active during the reauthorization of the HEA last year and continues to follow its implementation. In addition, CSWE submitted testimony to the House and Senate Appropriations Committees in support of Department of Education programs and participated in meetings with the Council for Higher Education Accreditation to be aware of opportunities for community advocacy and for changes to accreditation policies. CSWE also continues to monitor the status of student aid legislation that is making its way through Congress and published an action alert to members over the summer calling for the preservation of federally subsidized loans for graduate students in the student aid bill.

Fostering a Diverse Workforce

Protecting the Minority Fellowship Programs (MFP) from cuts and cancellation at the National Institute of Mental Health and the Substance Abuse and Mental Health Services Administration (SAMHSA) was a top federal relations priority. CSWE informed and activated the membership when signatures were needed for a letter to House and Senate conferees on the final funding level for the SAMHSA MFP. CSWE also drafted and

CSWE advocated for and signed community letters in support of loan forgiveness provisions in the House version of the Higher Education Act (HEA) for which certain social workers would be eligible, including those working in “areas of national need,” such as child welfare and mental health. CSWE also supported the Caring for an Aging America Act, which would provide loan forgiveness to social workers and other health professionals in exchange for a commitment to working with the aging population.
submitted written testimony to the House and Senate Appropriations Committees urging increased funding for various health professions programs, such as the minority fellowship program, scholarships, and other loan forgiveness programs at the Department of Health and Human Services and the Department of Education.

**Ally Building**

CSWE continues to interact with other organizations throughout the social work, social science, and higher education communities in an effort to raise its visibility as a player on the national advocacy stage and to seek out possible collaborations. Over the last year CSWE has played an active role in the Eldercare Workforce Alliance, including participation in Alliance meetings on Capitol Hill to discuss the value of the eldercare workforce to healthcare reform. CSWE has participated in meetings of the Friends of the National Institute on Aging and the Friends of the National Institute on Alcohol Abuse and Alcoholism coalitions to explore potential opportunities for social work within these two National Institutes of Health (NIH) entities.

**Health Care Reform**

Health care reform dominated CSWE’s advocacy activities for much of the year. When health care was identified as a major priority for the incoming Obama Administration, CSWE began to conceptualize what it would like to see in reform for the social work profession. Since then we have been actively tracking and informing this debate to ensure that social work and social work education, training, and research have roles in the next generation health care enterprise. CSWE members and community leaders suggested a set of principles for reform, which are focused on the workforce needs of the health care system: Social Workers in Primary Care, Eliminating Health Disparities through Culturally Competent Care, and Recruitment and Retention of Social Work Professionals. This document was shared with the House and Senate committees responsible for crafting health care reform. Included with the principles document was suggested legislative language that CSWE urged the committees to consider including in their bills, such as the text of the Social Work Reinvestment Act and a number of measures that would authorize and/or expand health professions education, training, and financial assistance programs for which social work would be eligible. CSWE’s principles and recommendations were shared with the congressional committees working on health reform legislation, as well as the Congressional Black Caucus, Congressional Hispanic Caucus, Asian Pacific American Caucus, and other members of Congress who are vocal advocates for workforce and disparities issues.

**Member Participation**

In March a number of CSWE members participated in meetings with congressional staff and federal agencies to introduce them to CSWE and to discuss the value of social work education. These meetings included staff from the House Energy and Commerce Committee; House Education and Labor Committee; Senate Health, Education, Labor and Pensions Committee; the Veterans Health Administration; U.S. Department of Education; and the Indian Health Service. These meetings were organized by four themes: children and families, Native American health issues, veterans’ affairs, and education. CSWE representatives discussed with federal officials the role that social work plays in each of these areas and explored ways to continue the relationship with the congressional committees and federal agencies that deal with these issues.

In addition to the March meetings, visiting CSWE members met with their representatives in June. It is critical that CSWE members continue to reach out to their members of
Congress in the House and the Senate about the importance of including workforce issues—including social work—in health care reform and other legislation.

CSWE continues to use the public policy portion of its Web site to act as a mechanism for informing the membership about CSWE government relations activities and for activating grassroots support when legislative action is warranted. For example, when Congress enacted and the president signed the American Recovery and Reinvestment Act of 2009, also known as the stimulus package, CSWE reported on funding opportunities for social workers and students resulting from the bill and posted them to the CSWE Public Policy Web page. CSWE updates the membership on new developments regarding CSWE’s public policy agenda through e-mail messages, especially when membership action is directly requested. This type of communication was used in relation to several legislative matters this year, including the Social Work Reinvestment Act, health care reform, and the preservation of federally subsidized loans for graduate students. Timely issues dealing with CSWE’s public policy activities are regularly highlighted in Focus, including funding opportunities at federal agencies for which social work researchers and educators are eligible, as well as articles discussing issues such as legislation dealing with aging, HEA reauthorization, student achievement, mental health parity, and the NIH Common Fund and Roadmap initiatives.

ESTABLISHMENT OF THE LEADERSHIP FORUM

In April 2008 the CSWE Board of Directors approved the creation of four new councils: Council on Baccalaureate Education, Council on Master’s Education, Council on Doctoral Education, and Council on Research Universities. Four of the social work education organizations—the Association of Baccalaureate Program Directors, the National Association of Deans and Directors, the Group for the Advancement of Doctoral Education (GADE), and the Saint Louis Group—agreed to populate the respective councils with the members of the their boards of directors or other leadership bodies. The chairs of the four new councils plus the executive director of CSWE constitute the Leadership Forum. The Forum and its associated councils were designed as a response to concerns raised in the past few years about the strength within the ranks of the diverse group of social work educational programs, as well as concerns about the future of the profession itself.

CSWE commissions and councils are the mechanisms through which the work of the organization is carried out to meet strategic goals and objectives. These four new councils will determine the work of the Leadership Forum in advising and recommending actions and initiatives to the CSWE Board of Directors. As a means of implementing this structure, these new councils convened for the first time at the 2008 APM in Philadelphia. For the first hour the four councils, along with a small group from the CSWE Board of Directors, met together. At this historic joint meeting of the leadership bodies of the social work educational organizations, it became apparent that we share a common agenda for the strengthening of social work education. The commitment that each organization has made to continue the council structure will help ensure overall success to
The Leadership Forum and its councils provide an avenue for the ongoing dialogue and discussion among the five primary social work education organizations. They will convene again in conjunction with the 2009 APM in San Antonio.

Establishment of the Leadership Forum (continued)

- increase recruitment and retention of new faculty into the academy;
- secure appropriate funding for faculty teaching and research;
- facilitate an integrated perspective for environmental scanning, strategic issue identification, and action planning to address the future of social work education and what that future is envisioned to be;
- achieve a greater affect for social work education in the federal legislative arena, the public media, and within higher education in general; and
- develop coordinated and focused communication strategies to promote professional accomplishments, act in the face of professional threats, and speak to the purposes of social work and its role and contributions within higher education.

The Leadership Forum will advise the CSWE Board of Directors on programmatic and policy initiatives related to the social work education, research, and advocacy missions of the organization. As a means to accomplish this, the Forum will choose one of its members to report at the CSWE Board of Directors’ meetings. Barbara Rittner, GADE Steering Committee chair, made the first such report at the Board meeting in March 2009.

The Leadership Forum and its councils provide an avenue for the ongoing dialogue and discussion among the five primary social work education organizations. They will convene again in conjunction with the 2009 APM in San Antonio.

CSWE CELEBRATES SOCIAL WORK MONTH

In 2008 CSWE joined the social work profession to celebrate March as Social Work Month. Although March has always been an important time for CSWE, this was the first year that a special organization-wide effort was made to observe social work education accomplishments. Each year the National Association of Social Workers chooses a theme, and this year’s was, fittingly, Social Work: Purpose and Possibility. CSWE has made great strides to advance the purpose and possibilities of social work education internationally and domestically and among both current and future leaders.

CSWE’s Katherine A. Kendall Institute (KAKI) built meaningful relationships at a disaster management seminar in China from May 8–12 to leverage progress made at seminars held over the last 2 years in Barbados and South Africa. KAKI coorganized the event with the China Association of Social Work Education, China Journal of Social Work, International Association of Schools of Social Work, Joint PolyU-PekingU China Social Work Research Centre, Department of Applied Social Sciences, and the Hong Kong Polytechnic University. KAKI also appeared at the 2009 United Nations Social Work Day (see p. 9 for more info).

CSWE’s volunteer leadership bodies were also active in March 2008. CSWE’s Commissions on Curriculum and Educational Innovation, Diversity and Social and Economic Justice, Global Social Work Education, and Commission on Professional Development convened to discuss the profession’s future. One of the most significant developments that emerged was the CSWE Leadership Institute. Spearheaded by the Council on Leadership Development, the Leadership Institute will offer special sessions at the 2009 Annual Program Meeting to develop aspiring new social work leaders.
SUCCESSFUL LAUNCH OF CSWE LEADERSHIP INSTITUTE

In early 2008 the CSWE Leadership Institute was developed by the Council on Leadership Development with support from the Commission on Professional Development. It was approved by the CSWE Board of Directors in May 2008.

To be launched during 2008–2009, the Institute’s three initiatives were designed to promote future leaders in social work education, higher education, and the social work profession.

Initiative 1 is the launch of the CSWE Leadership Institute in Social Work Education (LISWE) at the 2009 Annual Program Meeting (APM). LISWE will be delivered as 3-hour Leadership Development Institutes (LDIs) held as APM preconference events. The solicitation for the first LDIs was included in the 2009 APM Call for Proposals.

The LDIs selected for the 2009 APM are Leadership in the Academy: Influencing Desired Outcomes Through Strategic Negotiations; and Social Work Leadership Development: The Whitney M. Young, Jr. Model.

Initiative 2 is the launch of the CSWE Leadership Scholars in Social Work Education Program (LSSEP), which also will take place at the 2009 APM. LSSEP was designed to attract a cohort of 25–30 future leaders and provide them with targeted education, training, and mentoring. The program will prepare these future leaders for diverse roles and positions within academia such as associate and full professors, program directors, deans, associate deans, field education directors, and members of boards, commissions, and councils among others.

In May 2009 CSWE and the Harvard Institutes for Higher Education agreed to combine efforts to help attract more social work managers and leaders to apply for two 2-week education, training, and mentoring programs at the Harvard Graduate School of Education. In the 2010 academic year CSWE will fund up to one third of the program expenses for five social work administrators accepted to Harvard’s Management Development Program or Institute for Management and Leadership in Education.

Initiative 3, the CSWE Leadership Networking Reception, was launched in partnership with the New York Academy of Medicine Social Work Leadership Institute. In conjunction with the LSSEP initiative CSWE held this networking reception during the 2008 APM to support, encourage, and honor new leadership in the profession.

A primary goal of this and future receptions is to encourage MSW students and social work educators with the MSW as their terminal degree to pursue doctoral studies in social work education. In addition, the receptions will highlight the work of LSSEP scholars, who will be asked to participate and share their experiences and academic work as scholars in the program.

RENEWED FOR 3 YEARS: CSWE AS AN APPROVED CONTINUING EDUCATION PROVIDER

In March 2008 the Council on Social Work Education (CSWE) was approved for 1-year as a provider for social work continuing education by the Association of Social Work Boards through the Approved Continuing Education (ACE) Program. CSWE maintains responsibility for the program.

After completing its 1st year as an ACE provider CSWE completed the ACE renewal requirements and in March 2009 was granted a 3-year renewal to administer CEUs at its conferences through February 2012.
As an ACE provider (provider #1163) CSWE offered continuing education units (CEUs) at its 54th Annual Program Meeting (APM) in Philadelphia. More than 600 of the meeting attendees registered for CEUs.

**Publications from CSWE Press**

CSWE Press publishes books and nonprint resources that address the needs of social work educators in the philosophy, theory, and practice of teaching; the process and evaluation of learning; and the organization and structure of social work education. CSWE Press also publishes materials that explore practice issues as they relate to social work curricula and field work.

During the 2008–2009 fiscal year CSWE Press published five new books.


*Integrating Technology into the Social Work Curriculum*, edited by Jo Ann R. Coe Regan and Paul P. Freddolino, gathers a comprehensive set of resources and skills for incorporating new technologies into social work classes.

In *Management and Leadership in Social Work Practice and Education* editor Leon Ginsberg compiles information from more than 30 widely acclaimed topic experts on general concepts and specific skills such as fundraising, finance, administration, human resources, and public relations.

The second edition of *Teaching Social Work Values and Ethics: A Curriculum Resource* (edited by Elaine Congress, Phyllis Black, and Kimberly Strom-Gottfried) covers the gamut of values and ethics issues affecting social work curricula at the BSW and MSW levels, as well as those complying with CSWE’s 2008 EPAS.

*Transforming Social Work Education: The First Decade of the Hartford Geriatric Social Work Initiative*, edited by Nancy R. Hooyman, documents 10 years of achievements in gerontological social work education and research and suggests ways for social work educators in all specialty areas to prepare graduates for practice with elders and families.
2009 SPRING GOVERNANCE MEETING AND PRESIDENTIAL AWARD

In March CSWE convened the Board of Directors and members of the Commission on Curriculum and Educational Innovation, Commission for Diversity and Social and Economic Justice, Commission on Global Social Work Education, and Commission on Professional Development for the Spring Governance Meeting in Alexandria, VA. The Council on Leadership Development used this time to meet and refine the plans for various leadership initiatives. The Native American Task Force also met to finalize recommendations on how to better engage social work education and the Native American community. Having so many volunteer groups meet simultaneously allowed for increased collaboration and networking among the groups.

During a special luncheon forum, David Shulenburger, vice president for academic affairs at the National Association of State Universities and Land Grant Colleges (NASULGC), addressed participants. He highlighted ways the NASULGC and CSWE missions overlap. Specifically, he spoke about his organization’s assessment initiatives, work relating to the accreditation process and student outcomes, and international efforts, including a new initiative focusing on Africa.

A leadership dinner was held for meeting participants, CSWE staff, and past CSWE presidents. The highlight of the evening was the presentation made by CSWE President Ira C. Colby of the Presidential Award to Dean Pierce in honor of his service to CSWE for more than 30 years. Throughout his career Pierce served CSWE in many capacities, including member and then chair of the Commission on Accreditation, site visitor, and member of the board of directors. As director of the CSWE Office of Social Work Accreditation and Educational Excellence, his tireless and innovative leadership shaped the office to meet the demands for quality in accreditation, information technology, and research. He provided invaluable wisdom and insight as a new Educational Policy and Accreditation Standards (2008 EPAS) was shaped, debated, and implemented. The Presidential Award is presented to an individual in recognition of significant contribution to the advancement of social work education and research.

David Shulenburger, vice president for academic affairs at NASULGC, addresses participants at the Spring Governance Meeting

Dean Pierce, director emeritus of the Office of Accreditation and Educational Excellence
The 4-day conference remained the largest of its kind in 2008, offering more than 850 peer-reviewed presentation opportunities. This 2008 APM also was host to the highest number of exhibitors on record, with 116 Exhibit Hall booths full of cutting-edge information on academic and social work products and services.

2008 ANNUAL PROGRAM MEETING

The 54th Annual Program Meeting (APM) was a landmark event for professional development in social work education. Headline speakers and session presenters offered valuable information and new perspectives. Attendees learned new ways to enhance their CVs/résumés and progress along their intended career paths. Whether through career building, pursuing continuing education units (CEUs), or attending one of numerous events, there was something for everyone at the 2008 APM.

The 4-day conference remained the largest of its kind in 2008, offering more than 850 peer-reviewed presentation opportunities. This 2008 APM also was host to the highest number of exhibitors on record, with 116 Exhibit Hall booths full of cutting-edge information on academic and social work products and services.

More than 70% of the peer-reviewed educational sessions offered at the 2008 APM were eligible for CEU credit. This is double that of the 2007 APM, a direct result of CSWE becoming an Approved Continuing Education Provider through the Association of Social Work Boards. As provider 1163, CSWE offered its APM attendees social work CEUs within its 38 Tracks for curriculum or administrative workshops, faculty development institutes, panels, oral/paper sessions, roundtables, skills workshops, and think tanks. More than 600 attendees selected the CEU option and received CEU Passports for a nominal registration fee. Sponsored by Rutgers University, the passport captured participant attendance and recorded credits earned for the entire conference. Certificates were issued within 30 days of the conference.
Four headlining speakers captivated audiences with their innovative solutions for advancing the profession. Jonathan Kozol, the 2008 Special Plenary speaker, addressed a large audience about the “eerie silence on inequalities [in education] currently in the press and ruling class.” Kozol outlined the inequalities within urban education—the disadvantages of large class sizes, inexperienced teachers, and lack of prekindergarten opportunities. He argued that racial isolation has damaging effects, which perpetuates the gaps between different racial groups in U.S. public schools. Social workers, Kozol stated, are key allies for increasing racial sensitivity. Kozol further challenged his audience to increase contributions to integration programs and create models for future solutions.

Gero-Ed Track Kick-Off speaker Robert Hudson delivered an inspiring speech on how social workers can help older Americans and their caregivers shoulder the burden of the critical health care issues they will soon face. Urging his audience to “institutionalize care while deinstitutionalizing the clients themselves,” Hudson challenged attendees to advocate for change in Medicare and Medicaid’s “residual policies,” which are adversely affecting older adults and their families. Hudson asked the profession to increase its outreach to caregivers, who often feel government assistance should be a last resort when caring for their own.

At the Carl A. Scott Lecture, Lonnie Snowden’s knowledge of disparities between minorities and Whites regarding access and quality of mental health care provided an eye-opening discussion on diversifying social work education. Snowden argued that, by virtue of training, outlook, and professional roles in the mental health services system, social workers are well-positioned to lead disparity reduction efforts. He proposed a method by which disparities research and practice could develop the reciprocal relationship necessary to advance the disparities-reduction agenda.

Vimla Nadkarni, who was the 2nd Annual Hokenstad International Lecture speaker and is an esteemed medical social worker and educator from India, had a valuable perspective on how the social work profession can advance internationally. In her powerful solution-seeking lecture Nadkarni discussed the poverty and sustainable/equitable development learning and intervention opportunities available to social work on a global level. She presented the current situation as “Janus-faced,” or two-sided. Referring to the Roman god Janus’ two faces and symbolization of beginnings, Nadkarni contended that social workers must look both backward to learn from past lessons and forward to prepare for the future. According to Nadkarni, this approach will enable the profession to emerge through a “door” or “gate” to enter a new place.

Celebrating professional achievements was also a central component of the 2008 APM. In addition to welcoming Philadelphia’s mayor and setting the stage for APM, the 2008 Opening Ceremony recognized two individuals for short- and long-term accomplishments. Alex Gitterman received the Significant Lifetime Achievement in Social Work Award, and Rowena Fong received the award for Distinguished Recent Contributions in Social Work Education. The Journal of Social Work Education Best Reviewer awards went to Harris Chaiklin, Charles Garvin, and Susan Sarnoff. And CSWE’s Women’s Council paid tribute to Feminist Scholarship honorees Ann Nichols-Casebolt and Gretchen Cotrell.
Student Outreach

CSWE expanded the operations of its Career Center to reach out to the next generation of social work educators and practitioners at the 2008 APM. Students were not only encouraged to gain valuable work experience through volunteering at APM, as in years past; they also were asked to plan for their futures by choosing from the myriad of student programming especially designed for them.

For the 2nd consecutive year the CSWE Career Center offered three topic-based Finding a Job Panel sessions—Underrepresented and Diverse Job Seekers, International Job Seekers, and In the Field of Gerontology. Two additional sessions tailored to the BSW/MSW and doctoral degree levels were added to address more general questions related to students’ educational stages. Throughout these five sessions panelists answered students’ questions about personal experiences regarding the respective session topic areas. No formal presentations were given. The unusual structure for these panels was very well received, with nearly 100 students attending overall.

To compliment the Finding a Job Panels, CSWE’s Career Center also offered three résumé writing workshops given by Carol Doelling, director of career services at George Warren Brown School of Social Work. Those interested in refining their curriculum vitae (CVs) acquired powerful writing tips to help them obtain tenured faculty positions or translate their academic and professional experiences into direct-practice qualifications that stand out to hiring managers of direct services.

To help strengthen the connection between students and exhibitors, CSWE experimented with a new informational format. CSWE staff lead two Student Exhibit Hall Tours, giving students a sampling of the information and resources that its more than 100 social work programs, publishers, associations, and other exhibitors had for them. Twenty-one exhibit representatives provided 2-minute summaries of particular aspects of products or services and answered student questions.

The response to the 2008 outreach efforts was tremendous. More than 600 students attended the APM, double the number for any previous year. CSWE is very excited about this outcome and is actively seeking to make its APM student offerings more robust in 2009. The attention paid to the CSWE Career Center offerings is only the beginning of a broader initiative to increase student participation in the CSWE community.
**INSTITUTIONAL RESEARCH**

The Institutional Research (IR) division works to meet the CSWE Research Agenda, which includes (a) annual data collection on program members, (b) research for practice and educational excellence, (c) support of the research plans of member programs, and (d) research to support decision making for CSWE, its board, and commissions and councils. IR meets these goals through working with stakeholders, both internally and in the larger education community. Research by IR includes the Annual Survey of Social Work Programs, maintaining quality assurance for the Commission on Accreditation, and conducting surveys on topics of interest to social work programs. IR also promotes social work education research through the development of publications and Web-based curriculum resources. Some of the new research initiatives from the 2008–2009 year are listed here; a full list of IR initiatives is available on the CSWE Web site.

**Sexual Orientation and Gender Expression in Social Work Education**

Generous funding from the Tides Foundation allowed CSWE to collaborate with Lambda Legal to conduct a study that examined how well social work programs prepare students to work with lesbian, gay, bisexual, and transgender (LGBT) individuals and LGBT youth in out-of-home care. Two consultants, James I. Martin (New York University) and Lori Messinger (University of Kansas); doctoral student Ryan Kull (New York University); Lambda Legal; and the Council on Sexual Orientation and Gender Expression worked with CSWE staff to draft two surveys—one for program directors and one for faculty.

The survey instruments included questions about social work curriculum (e.g., courses, classroom activities) and the educational environment (e.g., program and institutional policies, student resources, faculty knowledge of subject). The survey of directors was sent to a sample of accredited social work programs in March 2009; the survey of faculty began later that month. Overall, the program director survey received a 52.5% response rate and the faculty 55.6%. Results are being published in an executive summary and full report. Copies of the reports will be available in fall 2009 and presented at the 2009 Annual Program Meeting.

**Annual Survey of Social Work Programs**

The *Annual Survey of Social Work Programs* (Annual Survey) is a census of accredited programs that has been conducted by CSWE since 1952. The 2008 Annual Survey was administered on November 19, 2008. Programs were contacted directly by e-mail and mail five times, and announcements of the survey were included in CSWE *Focus*. The response rate this year was very good—more than 90% for the baccalaureate, master’s, and doctoral surveys. The survey was closed in March 2009; the 2008 publications will be available in fall 2009. IR staff is continuing to evaluate the surveys to find ways to shorten the instruments, and corresponding time burden, for programs.

**Benchmarking Initiative**

In collaboration with the National Association of Deans and Directors (NADD), CSWE launched a benchmarking initiative this year. The benchmarking initiative was developed in response to program member needs for comparison data about peer programs. The 2008 Annual Survey of Social Work Programs included new benchmarking questions. Programs were asked to participate as part of the regular annual survey cycle.
Traditionally, CSWE has provided analysis about program students, graduates, and faculty in aggregate format, making it difficult for programs to use in examining peer groups. The benchmarking initiative will introduce several new types of comparison reports that will be available to programs in fall 2009. A small fee will be charged for individualized reports to cover the staff time spent to create them. The benchmarking initiative was first announced at the fall meeting of the National Association of Deans and Directors of Schools of Social Work and then through the annual survey communications. Availability of the comparison reports will be announced to programs through CSWE media.
The Scholars Program allows CSWE to fund innovative research projects that examine and address an area of need identified in social work education. CSWE Scholars, who are social work faculty or doctoral students, receive funding to conduct research on topics of interest to CSWE and the education community. Emphasis is given to emerging areas, filling gaps in the literature, and dissemination of findings and resources that can benefit CSWE members. In 2008-2009 four new projects were approved.

Jennifer Bellamy (University of Chicago) and Sarah E. Bledsoe (University of South Carolina) are working on a project titled University-Agency Partnerships for Evidence-Based Practice, which addresses relationships that form between social work programs and field placement sites to implement evidence-based practices. The project will include focus groups with program representatives and practitioners and a survey of all accredited graduate social work programs.

Tina Maschi (Fordham University), Melissa Wells (University of New Hampshire), and Greta Yoder Slater (Ball State University) are examining the research curriculum and pedagogy through a survey of program representatives. Findings from their project, Pilot Project on Best Practices in Social Work Research Education, will be presented at the 2009 Annual Program Meeting.

Cathryne Schmitz (University of North Carolina at Greensboro) is assisting the CSWE Commission for Diversity and Social and Economic Justice and affiliated groups with a project titled CSWE Leadership in Rethinking Diversity in Social Work Education, which will lead to the development of a publication on the complexity of diversity.

Kay Hoffman (University of Kentucky) is beginning a project, Moving from Unification to Examination, which seeks to compile available data sources on social work education. The study will include existing publications, datasets, and interviews with stakeholders.

CSWE Scholars are encouraged to disseminate the findings of their research through CSWE venues, including presenting at the Annual Program Meeting. Additionally, the Scholars’ final reports are maintained on the CSWE Web site.

**MSW students at the University of St. Francis set up a field practicum poster presentation**
1 Unless otherwise specified in the bylaws or in board-approved committee descriptions, board committees must have a majority of members from the board; nonboard members may be appointed.

2 Bylaws specified.

3 Chairs serve as ex-officio nonvoting members of the board of directors.
## Board of Directors

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### Board Members

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<td>University of Puerto Rico, Rio Piedras Campus</td>
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<td>Charles Flora</td>
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### Board of Directors, Terms Ended
*June 30, 2008*

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<tr>
<td>Brenda Armstrong Clark</td>
<td>Benedict College</td>
</tr>
<tr>
<td>Jackie L. Jenkins-Scott</td>
<td>Wheelock College</td>
</tr>
<tr>
<td>Darlene Lynch</td>
<td>Indiana University Northwest</td>
</tr>
<tr>
<td>Ruth W. Mayden</td>
<td>The Annie E. Casey Foundation</td>
</tr>
<tr>
<td>Yolanda C. Padilla</td>
<td>University of Texas at Austin</td>
</tr>
<tr>
<td>Cudore L. Snell</td>
<td>Howard University</td>
</tr>
</tbody>
</table>
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U.S. GOVERNMENT SUPPORT

John A. Hartford Foundation
National Institute of Mental Health
Substance Abuse and Mental Health Services Administration
Tides Foundation
## Revenue

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membership fees and dues</td>
<td>2,483,383</td>
</tr>
<tr>
<td>Contributions and grants</td>
<td>2,158,108</td>
</tr>
<tr>
<td>Conference</td>
<td>805,332</td>
</tr>
<tr>
<td>Accreditation fees and related revenue</td>
<td>630,193</td>
</tr>
<tr>
<td>Publications</td>
<td>269,465</td>
</tr>
<tr>
<td>Investment income</td>
<td>(198,146)</td>
</tr>
<tr>
<td>Advertising</td>
<td>129,162</td>
</tr>
<tr>
<td>Other</td>
<td>146,900</td>
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<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>6,424,397</strong></td>
</tr>
</tbody>
</table>

## Expenses

### Program Services

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation</td>
<td>1,615,970</td>
</tr>
<tr>
<td>Annual Program Meeting</td>
<td>1,021,871</td>
</tr>
<tr>
<td>Minority Fellowship Program, research</td>
<td>880,361</td>
</tr>
<tr>
<td>Minority Fellowship Program, clinical</td>
<td>600,211</td>
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<tr>
<td>Publications</td>
<td>407,348</td>
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<tr>
<td><strong>Subtotal</strong></td>
<td><strong>7,213,536</strong></td>
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### Grant Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>John A. Hartford Program</td>
<td>1,343,660</td>
</tr>
<tr>
<td>Office Research Integrity</td>
<td>36,997</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>1,380,657</strong></td>
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</tbody>
</table>

### Other

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social work education research</td>
<td>307,271</td>
</tr>
<tr>
<td>Others programs</td>
<td>468,771</td>
</tr>
<tr>
<td>Membership services</td>
<td>531,076</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>1,307,128</strong></td>
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</tbody>
</table>

### Supporting Services

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>477,019</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>477,019</strong></td>
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</tbody>
</table>

### Total Expenses

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total expenses</strong></td>
<td><strong>7,690,555</strong></td>
</tr>
</tbody>
</table>

## Change in Net Assets

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change in net assets</td>
<td>(2,965,105)</td>
</tr>
<tr>
<td>Net assets, beginning of year</td>
<td>7,518,923</td>
</tr>
<tr>
<td><strong>Net assets, end of year</strong></td>
<td><strong>4,553,818</strong></td>
</tr>
</tbody>
</table>

## Assets

### Current Assets

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and cash equivalents</td>
<td>694,102</td>
</tr>
<tr>
<td>Investments</td>
<td>2,371,524</td>
</tr>
<tr>
<td>Accounts receivable</td>
<td>471,891</td>
</tr>
<tr>
<td>Grants receivable</td>
<td>1,282,709</td>
</tr>
<tr>
<td>Inventory</td>
<td>99,232</td>
</tr>
<tr>
<td>Prepaid expenses</td>
<td>127,127</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>5,046,585</strong></td>
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</tbody>
</table>

### Fixed Assets

- 365,287

### Other Assets

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deposits</td>
<td>134,285</td>
</tr>
<tr>
<td>Grants receivable - long-term</td>
<td>1,015,540</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>1,149,825</strong></td>
</tr>
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</table>

### Total Current Assets

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Current Assets</strong></td>
<td><strong>$6,561,697</strong></td>
</tr>
</tbody>
</table>

## Liabilities and Net Assets

### Current Liabilities

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts payable and accrued expenses</td>
<td>212,290</td>
</tr>
<tr>
<td>Accrued vacation</td>
<td>98,548</td>
</tr>
<tr>
<td>Deferred revenue</td>
<td>1,677,995</td>
</tr>
<tr>
<td>Deferred rent</td>
<td>19,046</td>
</tr>
<tr>
<td>Refundable advance</td>
<td>—</td>
</tr>
<tr>
<td><strong>Total current liabilities</strong></td>
<td><strong>2,007,879</strong></td>
</tr>
</tbody>
</table>

### Long-term Liabilities

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deferred rent net of current portion</td>
<td>—</td>
</tr>
<tr>
<td><strong>Total liabilities</strong></td>
<td><strong>2,007,879</strong></td>
</tr>
</tbody>
</table>

### Net Assets

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted:</td>
<td>1,492,406</td>
</tr>
<tr>
<td>Temporarily restricted</td>
<td>2,559,415</td>
</tr>
<tr>
<td>Permanently restricted</td>
<td>501,997</td>
</tr>
<tr>
<td><strong>Total net assets</strong></td>
<td><strong>$4,553,818</strong></td>
</tr>
</tbody>
</table>

### Total Liabilities and Net Assets

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total liabilities and net assets</strong></td>
<td><strong>$6,561,697</strong></td>
</tr>
</tbody>
</table>
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Total = 468.

Total = 196.
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2010 APM
October 14–17, 2010
Portland, OR

2011 APM
October 27–30, 2011
Atlanta, GA

2012 APM
November 9–12, 2012
Washington, DC

2013 APM
October 31–November 3, 2013
Dallas, TX

2014 APM
October 23–26, 2014
Tampa, FL

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